Proposed Synopsis for Ph.D. Pre-registration seminar

A Study of Mental Health, Social Support, and Work Culture among Secondary School Teachers of Ranchi District

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1.0 Introduction

1.1 State of the art

In the present era mental health, social support, and work culture is important role in teacher's life**.** the teaching profession is significantly influenced by the interplay of social support, mental health, and work culture. A supportive environment, both from colleagues and superiors, can enhance a teacher's job satisfaction and reduce attrition rates. Simultaneously, the mental well-being of teachers is crucial, given the stressors they often encounter, which not only affects their performance but also impacts the students' learning environment. Furthermore, the culture within an educational institution plays a vital role in shaping a teacher's mental health, where a positive work culture can foster engagement and reduce stress. Thus, these three elements are interconnected and pivotal in shaping the outcomes in the field of teaching**.** "Moreover" we will also see that the impact of gender, types of school and socio-economic status also have more impact on mental health, social support and work culture.

1.2 The concept of Mental Health

Mental health refers to a condition of psychological and emotional stability that allows individuals health life's pressures, recognize their potential, learn effectively, perform productively, and make a positive contribution to their society. It involves our emotional, psychological, and social wellness, affecting our thought, feelings, and actions. it's not just about not having mental illnesses, but it's a vital aspect of health and well-being that forms the foundation of our individuals and collective abilities to make decision, form relationships, and shape the world around us. It's also defined by the absence of mental illness and by sufficient adjustment, particularly as reflected in feeling good about oneself, having positive feelings about others, and being able to meet the demands of daily life.

A. **Diverse Continuum:** Mental health exists on a diverse continuum, with each person experiencing it differently. It encompasses various levels of difficulty, distress, and potential outcomes. Beyond merely the absence of mental disorders, it reflects overall well-being.

B. Influencing Factors: Mental health is influenced by a combination of individual, social, and structural factors. These include emotional skills, genetics, exposure to adverse circumstances (such as poverty and violence), and developmental stages (especially early childhood).

C. Protective and Risk Factors: Throughout life, certain factors either protect or jeopardize mental health. Protective factors include social and emotional skills, positive interactions, quality education, safe neighbourhoods and community cohesion. Risks can emerge at any life stage, but early childhood experiences have a significant impact.

D. Integral to Well-Being: Mental health is integral to both personal and collective well-being. It shapes decision-making, relationships, and our ability to contribute positively to the world around us.

Remember that mental health is a fundamental human right, and promoting, protecting, and restoring it is crucial for personal, community, and socio-economic development.

Mental health of teachers

A. Educators' Mental Well-being: The profession of teaching, while rewarding, can be demanding and emotionally draining, leading to stress and potential burnout. However, studies indicate that teachers may have comparable, if not slightly better, mental health compared to their peers in other professions who also hold college degrees.

B. Influence on Students' Mental Health: Teachers are often the first line of defense in identifying and addressing students' mental health issues. As the prevalence of mental health concerns among students increases, teachers find themselves in a pivotal role, albeit with limited resources.

C. Personal Life Impact: The mental health of teachers doesn't only affect their professional lives but also spills over into their personal lives. Therefore, maintaining good mental health is crucial for teachers, both for their work and personal life.

D. Interconnection with Students' Well-being: There is evidence to suggest a correlation between the mental health of teachers and their students. This underlines the importance of prioritizing and supporting the mental health of teachers for the holistic well-being of students.

1.3 Concept of social support

Social support is a fundamental aspect of human psychology, allowing us to thrive and survive in our social environments. It involves connecting with others who can provide emotional, psychological, and physical comfort. Whether through family, friends, or mentors, social support plays a crucial role in maintaining both mental and physical well-being.

Social support encompasses both the structural and functional aspects of an individual's social life. Let's break it down:

A. Structural Aspects:

a. Social Integration: Being part of social networks through friendships, family ties, and community involvement.

b. Social Networks: The people an individual interacts with regularly.

B. Functional Aspects:

a. Perceived Support: Subjective perception of available support (emotional, informational, tangible).

b. Received Support: Actual aid provided by others (informational, tangible, emotional, companionship).

C. Health Implications:

a. Positive Outcomes: Higher perceived support is linked to better mental and physical health.

b. Theoretical Models: Buffering (support protects against stressors) and Direct Effects (benefits even without stressors).

c. Complex Moderators: Effects depend on various factors.

d. Matching Needs: Support is most beneficial when it aligns with the receiver's needs.

D. Costs and Benefits:

a. Providing support has costs and benefits.

b. Unhelpful or unsolicited support may have negative effects.

In summary, social support enhances quality of life, buffers against adversity, and plays a crucial role in maintaining health.

Social support is essential for teachers' well-being and professional growth. It encompasses emotional, instrumental, and informational assistance from colleagues, administrators, and the educational community. Teachers who feel supported experience better mental health, job satisfaction, and resilience in the face of challenges. By fostering social connections and providing mutual support, educators enhance their teaching

1.4 Concept of work culture

"Work culture in schools is a concept that encompasses the beliefs, thought processes, attitudes, and principles of teachers and other staff members. It influences how individuals interact with each other and shapes the overall academic and cultural environment. When teachers perform their duties to the best of their abilities, they contribute to developing a positive work culture within the school."

The factors that influence a healthy work culture for teachers

A. Adjustability and Teamwork:

a. Teachers should enhance their adaptability to collaborate effectively with colleagues, students, and the institution's leadership.
b. Working in teams allows for better decision-making and problem-solving.
c. Individual teacher contributions significantly impact overall institutional performance.

B. Proactiveness and Workload Management:

a. Proactive teachers take initiative, anticipate challenges, and actively seek solutions.
b. They avoid complacency and creatively address emerging issues.
c. Balancing workload efficiently contributes to better teaching outcomes.

C. Obligations of Teachers:

a. Presenting the curriculum, assessing student knowledge, and maintaining classroom discipline are essential responsibilities.
b. Teachers play a crucial role in students' lives beyond academics, providing encouragement and support.

D. Transformational Leadership:

a. Energetic, passionate teachers exhibit transformational leadership.
b. They actively engage in the educational process, fostering supportive relationships.
c. Clear vision and motivation inspire both students and colleagues.

E. Role Clarity:

a. Teachers need a clear understanding of their responsibilities and objectives.
b. Role ambiguity can arise due to poor communication or evolving job roles.
c. Institutions should define roles effectively to enhance work culture.

Creating a positive work culture involves recognizing teachers' contributions, involving them in decision-making, and ensuring role clarity. This, in turn, improves overall institutional performance and teacher satisfaction.

Review of Literature

Studies related to Mental health

Rani and Singh (2012) titled "A study on mental health in relation to gender and type of school". The study had two main objective-(i)To study the level of mental health among primary school teachers- (ii)To compare the mental health of male and female primary school teachers. The researchers used a sample of 100 primary school teachers for their study. The tool used to measure mental health was the Mental Health Battery (MHB) developed by Singh & Sen Gupta. The findings of the study were as follows: (i) The primary school teachers were found to have an average level of mental health. (ii) There was no significant difference found in the mental health levels of male and female teachers.

Galgotra (2013) study titled "Mental Health of High School Teachers in Relation to Their Sex and Job Satisfaction" aimed to understand the mental health status of high school teachers and how it is influenced by their gender and job satisfaction. The study had two main objectives: (i)To examine the mental health of both government and private high school teachers. (ii)To investigate the primary effect of gender on the mental health of these teachers. The study used a simple random sampling technique to select a total of 250 participants. The Mental Health Inventory developed by H.P. Magotra was used as the primary tool for assessment. The findings of the study revealed that: (i) Government high school teachers exhibited better mental health compared to their counterparts in private high schools. (ii)There was no significant difference in the level of mental health between male and female teachers, indicating that both genders generally had good mental health.

Pachiyappan and UshaLaya (2014) aimed to analysis the mental health of secondary and higher secondary school teachers. The study had three main objectives: (i)Assess the mental health of male and female school teachers. (ii)Determine the difference in mental health between rural and urban school teachers. (iii)Investigate the difference in mental health of school teachers with respect to the type of management. The researchers used the Mental Health Inventory tool developed by Jagdish and Srivastava in 1996. They applied a random sampling technique to select a sample of 130 secondary and higher secondary school teachers. The key findings of the research were: (i)Female school teachers had better mental health compared to male teachers. (ii)Rural school teachers exhibited better mental health. (iii)Government school teachers had better mental health compared to private school teachers.

Kuwato and Hirano (2020) titled "Sense of coherence, occupational stressors and mental health among Japanese high school teachers in Nagasaki prefecture: a multiple regression analysis" aimed to explore the factors contributing to the mental health status of high school teachers in Nagasaki Prefecture, Japan. The researchers focused on three main variables: (i) Sense of Coherence (SOC): This refers to an individual's capacity to comprehend and manage stressful situations. (ii)Job Satisfaction: This pertains to the level of contentment teachers feel about their job. (iii)Workplace Social Support: This involves the assistance and support teachers receive from their colleagues and superiors at work. The study involved a sample of 370 high school teachers from both public and private schools. The researchers used the General Health Questionnaire (GHQ-12) to measure the mental health status of the participants.

Edward (2021) study on 205 teachers found that teachers generally have positive mental health, experience stress occasionally, and strongly agree on the importance of learning resource development. The study also revealed a low but significant impact of mental health on learning resource development.

Studies related to social support

Khan and Achour (2011) Study on 70 administrative staff from the University of Malaya, Kuala Lumpur. The study aimed to investigate the role of religiosity and social support in managing job stress and enhancing the well-being of employees in Malaysian educational institutions. The research identified three main sources of (i) job stress: pressure from workload, (ii) interference of homework, and (iii)performance pressure. Data was collected using questionnaires. The study found that coping strategies had a positive correlation with social support and religiosity, and a negative correlation with job strain. This suggests that higher levels of social support and religiosity can lead to more effective stress management strategies, which in turn can reduce job strain. The study also found a significant correlation between religiosity and social support, but coping strategy negative related to job strain.

Dhyani (2014) study on 64 school teachers from Patiala city, including 36 male and 28 female teachers. The study aimed to understand the role of social support in individuals' lives. Social support is described as a crucial element that provides comfort, peace of mind, and strength to overcome life's difficulties. It is seen as a fabric of relationships that significantly influences the quality of life. Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet, & Farley, 1988) used in the study, and statistical methods such as the chi-square method and mean calculations to analyse the data. The focus was to find any significant relationship between biographical factors (such as Gender, Age, and Marital Status) and various aspects of social support. Finding: there was no significant relationship between these biographical factors and the subscales of social support.

Riyaz (2016): The study of level of social support and stress among married women school teachers and to measure impact of family system on social support among married women school teachers in Gujrat city. tools: Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988), Perceived Stress Scale (Cohen, 1983), and 110 married women school teachers used in the study, and convenient sampling technique, Descriptive statistics (mean, median, standard deviation) and inferential statistics (Spearman's rho correlation and Chi-Square) were used for analysis of data. Result (i) the level of social support

was high among married women school teachers, while the level of perceived stress was low and highly negative correlation between social support and the level of stress among married women school teachers (r = -.582***). (ii) positive association between family system and social support of working women. All the women who belonged to joint family system had high level of social support.

Minghui (2018) The aimed to the study connection between the confidence of teachers in their teaching abilities, socio-demographic aspects, their engagement at work, and the support they receive socially among special education teachers in China. Sample: 1,027 teachers from China. Teachers' Sense of Efficacy Scale, Multi-Dimensional Scale of Perceived Social Support, and the Utrecht Work Engagement Scale. the structural equation modelling used. Finding: The correlation analysis indicated a significant relationship between social support, work engagement, and teacher efficacy. Moreover, factors such as gender, years of teaching experience, and monthly income were found to significantly influence teacher efficacy. The social support indirectly influenced teacher efficacy through its impact on work engagement. This study offers fresh insights into the intricate relationship between social support and teacher efficacy, and discusses the interpretations and constraints of these findings.

Desombre (2021) The study focuses on the impact of social support on teachers' attitudes towards inclusive education. It begins with a pilot study in the French context, replicating previous findings that show a correlation between social support and attitudes towards inclusion. The study reveals that teachers who perceive more social support for their efforts to include students with Special Educational Needs (SEN) have more positive attitudes towards inclusive education. The study then conducts an experiment involving 314 teachers to explore the causal relationship between these variables. tools: Multidimensional Attitudes toward Inclusive Education Scale (MATIES) and teachers perceived social support scale (Lauzier et al. 2015) used in the study. The results demonstrate that emphasizing the support teachers receive enhances their attitudes compared to situations where a lack of support is highlighted or a control condition where support is not mentioned. finding: social support can significantly improve teachers' attitudes towards inclusive education. This support can be offered in various forms such as emotional, informational, instrumental, etc., and can be provided by different individuals like colleagues and supervisors.

Studies related to work culture

Kumar and Singh (2009) investigated the relationship between work culture, stress, and job attitude among 210 managerial personnel from various private sector organizations in India.

The study aimed to explore the moderating role of work culture in the experience of stress and its impact on managers' job attitudes. Occupational Stress Index (Srivastava & Singh, 1981), Life Changes Survey (Dohrenwend et al., 1978), Work Culture Questionnaire (Mathur, Kanungo, Aycan, 1996), and S-D Employees' Inventory (Pestonjee, 1979) used for data collection. The researchers found that all five dimensions of work culture: malleability, proactivity, obligation towards others, responsibility seeking, and participation—significantly influenced the relationship between stress and job attitude. In other words, a positive work culture can buffer the impact of stress on employees' attitudes toward their jobs.

Arifin (2015) The study investigates the impact of competence, motivation, and work culture on job satisfaction and performance among high school teachers in Jayapura City, Papua, Indonesia. The research was conducted using a questionnaire distributed to 117 out of 346 teachers. The collected data was using the Structural Equation Modeling (SEM) method in the AMOS program. finding: (i) Competence and work culture have a positive but insignificant impact on teacher job satisfaction. (ii) Job motivation has a positive and significant impact on job satisfaction, but it does not significantly affect teacher performance. (iii) Both competence and job satisfaction have a positive and significant impact on teacher performance. (iv) work culture has a positive but insignificant effect on job satisfaction.

Shenoy and pearson (2015) To study aimed to explore the work culture and its influence on special education practices across low-, middle-, and high-income private schools in Bangalore, India. This qualitative research study, and involved interviews with principals and teachers from low-, middle-, and high-income private schools, both before and after data collection using a bilingual (Kannada and English) screening tool. findings from the interviews include(i)Low-Income Schools: School personnel were not aware of special education practices and lacked a referral process. (ii)Middle-Income Schools: School personnel were aware of special education practices but considered the identification of students with disabilities as beyond their resources and practices. (iii)High-Income Schools: School leaders were not only aware of special education practices but also believed they had the necessary resources to implement inclusive special education models in their classrooms. These findings highlight the varying levels of awareness and implementation of special education practices across schools of different income levels in Bangalore, India. They underscore the need for increased resources and training in special education, particularly in low- and middle-income schools.

Terzi (2016), aimed to investigate the impact of organizational culture on organizational trust. The participants of the study were 253 primary and secondary school teachers from Balıkesir,

Turkey. School culture scale, and organizational trust scale used for data collection. The study revealed that duty culture was the most prevalent within the school environment. Secondary school teachers perceived their workplace as success-oriented and supportive. Interestingly, they exhibited a higher level of trust towards their co-workers compared to the principal. Finding: the support and duty dimensions of organizational culture significantly influence organizational trust. This implies that the type of culture fostered within an organization can directly affect the level of trust among its members.

Sukmawaty (2021) The study investigates the influence of work motivation, discipline, and work culture on job satisfaction and teacher performance at public junior high schools in the Sukajadi district. The method used in the study descriptive and explanatory survey method. The population of the study is 95 teachers, and a sample of 77 teachers from 4 public junior high schools in the Sukajadi sub-district is selected. The study uses SmartPLS 3 software for data analysis. Finding:(i) Work motivation has a positive effect on both teacher job satisfaction and performance. (ii)Work discipline positively influences job satisfaction but does not have a significant effect on teacher performance. (iii)Work culture positively impacts both teacher job satisfaction and performance. (iv)Job satisfaction has a positive effect on teacher performance, suggesting that improving job satisfaction can enhance teacher performance.

2.0 problem to be investigated

In the proposed Ph. D. research entitled**,** 'A Study of Mental Health, Social Support, and Work Culture among Secondary School Teachers of Ranchi District', the researcher is interested to investigate the impact of gender (Male and Female), type of school (Government and Private) and age range (25-35 and 41-50) on mental health, social support and work culture among secondary school teachers.

3.0 Objective of the investigation and motivation

Objectives of the proposed research are as follow

- To study the levels of mental health, social support and work culture among total and different sample sub groups based on gender, types of school and age range.
- To examine the main and interaction impact of gender, types of school and age range on the mental health, social support and work culture.
- To find out inter relationship among mental health, social support, and work culture among secondary school teachers.

Motivation

The available research finding indicates that teachers of present day suffer from mental health, lack of social support and negative work culture. These problems adversely affect their psychological life, health, and work performance etc. The motivation behind selecting the proposed research is to find out the correlation and impact of these problem. So that it can be reduced and they may lead a better life

4.0 Research hypothesis

- The levels of mental health will vary among total and different sample sub groups based on gender, types of school and age range.
- The levels of social support will vary among total and different sample sub groups based on gender, types of school and age range.
- The levels of work culture will vary among total and different sample sub groups based on gender, types of school and age range.
- There is no significant main and interaction impact of gender, types of school and age range on the mental health of the secondary school teachers.
- There is no significant main and interaction impact of gender, types of school, and age range on the social support of the secondary school teachers.
- There is no significant main and interaction impact of gender, types of school, and age range on the work culture of the secondary school teachers.
- There is no significant inter relationship among mental health, social support, and work culture among secondary school teachers.

5.0 Research Design and Methodology

The Sample

The total sample for the study will be 240 secondary school teachers of Ranchi District. The selection of the sample will be based on purposive sampling technique. It will be based on gender (Male and Female), types of school (Government and Private), age range (25-35 and 41-50). There will be 8 sub-groups based on 2x2x2 factorial design and for each sub-group consisted of 30 cases.

The factors of stratification are

- Gender= 2(Male and Female)
- Type of school= 2(Government and Private)
- Age range=2(25-35 and 41-50)

Table no.– 1

Sample Design

Types of school		**Government**		**Private**	
Gender		**Male**	**Female**	**Male**	**Female**
Age range	**25-35**	30	30	30	30
	41-50	30	30	30	30
Sub total		60	60	60	60
		120		**120**	
Total		**240**			

Variables

Independent variables

- Gender
- Types of school
- Age range

Dependent variables

- Mental Health,
- Social Support,

- Work Culture

Controlled variables

- Secondary School Teachers
- Government and Private Schools
- Schools of Ranchi District only

Selection criteria

Inclusion criteria

- Age of sample 25 to 50 years
- Both Gender will be included
- Teachers from government and private schools only.
- Age range (25-35 and 41-50)

Exclusion criteria

- Sample below 25 years excluded.
- Primary school's teachers will be excluded.

6.0 Source of data and tools to be used in collection of data

6.1 Source of Data

Data required for the present study will be collected from two major sources, such as primary and secondary. Information will be collected from secondary sources like books, articles, and reports etc. Major part of data will be collected through primary source. Primary data collection will take place in Ranchi, involving different Government and Private schools, encompassing Male and Female teachers as well as 25-35 and 41-50 age group, will be selected for the study.

6.2 Tools to be used in Collection of Data

1. Personal Data Questionnaire
2. Mental Health Inventory

3. Social Support Scale

4. Work Culture Scale

1) Personal Data Questionnaire (PDQ)

Personal data questionnaire (PDQ) will be prepared by the research scholar. It will be used to obtain information about respondent's name, age, gender, annual income, religion, and type of schools etc.

2) Mental Health Inventory

Mental health inventory developed by Srivastava and Jagdish (1996) This scale consists of 56 items based on 6 dimensions - (1) Positive self-evaluation, (2) Realistic perception, (3) Integration of personality, (4) Autonomy, (5) Group oriented attitude, (6) Environmental mastery. It has been mostly employed in researches industrial and educational fields. The scale has four response categories always, often, rarely and never. scoring 4,3,2,1, (positive), and 1,2,3,4, (negative). The reliability and validity coefficients were found significant as the value of split-half Reliability coefficient was r = 0.73 and validity i.e construct validity was r = 0.54 which confirm the standardization of the scale.

3) Social Support Scale

This scale was developed by Pandey and Shrivastava (2016). The social support scale is a self-administered 18 item scale designed to measure perceived and received social support in the context of socially stigmatized person and parents of special need children. The items are divided into three dimension (1) emotional support, (2) tangible support and (3) informational support emerged as factors for measuring social support. Scale having five-point rating scales i.e. strongly agree, agree, neutral, disagree and strongly disagree with 5,4,3,2,1numerical assignment. The age range is 20-50 years. It is available in Hindi and can be administered within 10 minutes. Reliability of overall social support scale Cronbach's Coefficient was found 0.92 and validity 0.40-0.70.

4)Work Culture Scale

Teachers Work Culture scale was developed by Reeta (2019). The age range is 21-50. In this questionnaire there are 44 statements dealing with different aspect of working in different kind of schools, situated in rural and urban and are scored on a five-point scale i.e strongly agree, agree, undecided, disagree and strongly disagree with 5,4,3,2,1, (positive),1,2,3,4,5, (negative)

numerical assignment. The items are divided into five-dimension (i) Team Work and Adjustability (ii)Work Load and Pro-activeness (iii) Role Clarity (iv)Leadership and Work Scheduling (v) Obligations, and the score are summed up to get the final score in order to determine the degree of Work Culture among teachers. This designed in English/ Hindi suitable for Hindi speaking area. This scale has reliability ranging from 0.897 to 0.923 depending on different dimensions of the scale. The validity is found 0.87, score ranged is (44-220).

7.0 Analysis of Data

The data obtained will be analysed using appropriate statistical techniques such as: -

- **Percentage** value will be calculated to find out the levels of mental health, social support, and work culture among gender, type of school and age range of secondary school teachers.
- **ANOVA** will be calculated to determine the main and interaction effect of gender, type of school, and age range on mental health, social support and work culture among secondary school teachers.
- **t' test** will be calculated to know the significant difference of gender, type of school, and age range on mental health, social support, and work culture.
- **co-efficient of correlation** of mental health, social support, and work culture will be calculated on secondary school teachers.
- **Graphical representation** of result will be drawn.

8.0 Significance of the study

The study of mental health, social support, and work culture among school teachers holds significant importance in understanding and addressing the well-being of educators. Teachers play a crucial role in shaping the future of society, and their mental health directly impacts their ability to provide quality education. By investigating the factors that influence their mental well-being, such as social support and work culture, this study can provide valuable insights into how to create a supportive and conductive environment for teachers. The finding can help inform policy development, professional development programs, and intervention strategies to promote teachers well-being, job satisfaction, and ultimately enhance the overall quality of education.

9.0 Its relevance to the present-day problem and need of the study

There is an insufficient research work on mental health, social support, and work culture. It's association with gender, types of school, and age range. The finding of the present research will helpful in understanding the impact of gender, types of school, and age range on mental health, social support, and work culture.

10.0 Contribution to the existing knowledge

Several studies are available on the mental health, social support, and work culture in India. But there are very few studies reported the impact of gender, types of school, and age range on mental health, social support, and work culture.

11.0 Future work

There is an absence of noteworthy empirical research on teacher's mental health, social support, and work culture. Specially in Ranchi District. The present research will be an empirical one and set ways for future study.

Tentative Chapters

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Methodology

Chapter 4: Analysis of Data

Chapter 5: Summary and Conclusion

References:

Appendix:

Note: It is tentative structure of synopsis; minor modification may be made depending upon the nature of the data obtained.

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